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ABSTRACT

This booklet is intended for persons appointed to local advisory councils or committees and for teachers, educators, and/or administrators of vocational-technical education in order to assist them in establishing and maintaining effective local advisory councils. The first sections of the guide define an advisory council, profile types of advisory councils, explain why advisory councils are important, set forth the mandate and state guidelines for advisory councils, and provide information on the National and the Pennsylvania Advisory Councils on Vocational Education. In the middle sections of the booklet, procedures for establishing local advisory councils are outlined, along with a sample appointment letter and tips on council orientation, organization, meetings, structures, by-laws, roles, and projects councils can conduct to improve the condition of vocational education. The last sections of the guide discuss program evaluation and council self-evaluation, national priorities, and do's and dont's for an effective council. It is suggested that the booklet be adapted to local conditions to be most effective. (KC)

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- ☑ Structure . .
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LOCAL ADVISORY COUNCILS ON VOCATIONAL EDUCATION

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* * * \

PREFACE

This booklet is intended for persons appointed to local advisory councils or committees and for teachers, educators and/or administrators of Vocational-Technical Education in order to assist them in establishing and maintaining effective local advisory councils. To be of full value as a resource handbook of guidelines and suggestions, it should be modified and adapted to fit the needs of each individual advisory council.

In preparing this booklet, we drew upon three main sources: past Pennsylvania Advisory Council on Vocational Education publications for local advisory councils (Advise for Action and Effective Use of Vocational Education Advisory Groups); our direct experiences with local advisory council members and school administrators at our two spring, 1979 workshops on The Effective Development and Use of Local Advisory Councils and the presentations that were made at those workshops; and the many good ideas, rules and suggestions offered by other states in their State Advisory Council on Vocational Education handbooks for local advisory councils. This booklet is the result of combining, extending and emphasizing the information gleaned from these three areas into a comprehensive, yet compact, guide for local advisory councils.

Sandra L. Huska (Author)

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WHAT IS AN ADVISORY COUNCIL?

An advisory council* on vocational education is a group of individuals, mainly from outside the field of education, who because of their specific knowledge and expertise associated with the world of work, have been organized to advise educators on vocational education programs so the needs of the community and its individuals are realistically served.

Advisory councils help, for example, by making recommendations on the relevancy and adequacy of equipment and curricula and by assisting in evaluating, publicizing and supporting Vocational Education.

Advisory council members are not paid for their services and function only in an advisory capacity; they advise, suggest and assist educators, but never do they establish, administer or direct policy.

WHY ARE ADVISORY COUNCILS IMPORTANT?

Educators have specific training to enable them to assess students' interests, abilities and needs and to prepare appropriate quality vocational programs and courses. Few educators, however, have the knowledge to determine whether the programs and courses are realistic in light of actual or anticipated opportunities for gainful employment.

*"Council" and "committee" are considered to be interchangeable terms in this handbook. But because "council" appears more often in new legislation, it will be the preferred term.

Vocational education programs must be an integral part of the community in which they exist and must reflect the daily occupational life of that community if they are to be beneficial. For this reflection to be accurate, close cooperation between the school and the business and industrial community is essential. One of the most effective formal means of providing this type of linkage is the vocational education advisory council.

An advisory council, because it is composed of concerned representatives of business, industry, labor and other public sectors, is very aware of what is happening in the community--what skills are marketable and where they can be marketed. Councils are, in a sense, "fingers on the pulse of the working community" and can, therefore, provide the vital link between the school and the world of work. They can help maintain and improve vocational education programs so they are realistic and closely related to the needs of their particular region. Because of advisory councils, vocational programs can be shaped so a student can go out on the job with a good chance of success. The input they can provide to a vocational-technical institution is tremendous.

THE MANDATE

Public Law 94-482, The Vocational Education Amendments of 1976, mandates the establishment of local advisory councils for each local educational agency or postsecondary institution receiving federal funds for vocational education:

> *"Each eligible recipient receiving assistance under this Act to operate vocational education programs shall establish a local advisory council to provide such agency with advice on current job needs and on the relevancy of courses being offered by such agency in meeting such needs. Such local advisory councils shall be composed of members of the general public, especially of representatives of business, industry, and labor; and such local advisory councils may be established for program areas, schools, communities, or regions, whichever the recipient determines best to meet the needs of that recipient."*

STATE BOARD FOR VOCATIONAL EDUCATION REGULATIONS, STANDARDS AND GUIDELINES GOVERNING LOCAL ADVISORY COUNCILS

REGULATION 6.21

"A general advisory committee, composed of representatives of education, industry, business, joint apprenticeship councils, labor, (and) management, and students,

shall be included in the organization of each area vocational-technical school and shall advise the area vocational-technical board and the administration concerning the general philosophy, objectives, and program needs of the school."

Standard 339.13 additionally states that advisory councils "*shall file their minutes in the administrative offices of the school district or area vocational-technical school*" and that general advisory committees "*shall meet at least twice each year.*"

The Guidelines state: "*The general advisory committee is composed of representatives from management, the ranks of employes including organized labor, and community and education groups. They assist in the development and maintenance of the total vocational education program of the school or a school district. They advise the administration and the Board regarding general philosophy, goals, objectives, program needs, community understanding and support, and policies which contribute to the establishment and maintenance of a realistic and practical program.*"

REGULATION 6.22

"*A professional advisory council, composed of the chief school administrator from each participating school district, shall be included in the organization of each area vocational-technical school and shall advise the area vocational-technical board and the administration concerning the educational program, operational details, and policies of the school.*"

Standard 339.13 additionally states the professional advisory council "*shall meet prior to each meeting of the operating committee, agent or AVTS board.*"

The Guidelines state: "*The professional advisory council is used primarily as a coordination council in the establishment and operation of area vocational-technical schools. The council is composed of the chief school administrator, or his/her representative, from each school participating in the operation of the area vocational-technical school.*

"*The primary function of the council is to advise the area vocational-technical board, the operating agent, and the director of vocational education on matters concerning the educational program, operational details and policies of the school. The council should meet monthly, preferably prior to the regular meeting of the joint operating committee or intermediate unit board.*"

REGULATION 6.23

"For each vocational education program, curriculum, or group of related curriculums, (with the exception of the Useful Home Economics Program) a lay advisory committee shall be formed to advise the program staff of appropriate educational objectives, instructional content, and levels of achievement. The lay advisory committee shall be composed of executive and non-executive personnel and homemakers."

Standard 339.13 additionally states that a lay advisory committee *"shall include vocational education students and recent graduates of the curriculum"* and *"shall meet at least twice each year."*

The Guidelines state: *"The lay advisory committee serves in a more specific capacity than the general advisory committee. It concerns itself with planning and evaluating specific occupational curriculums. More specifically, the committee provides advice and counsel relative to such things as standards of work, adequacy of facility and equipment, course content, communications and upgrading instruction."*

Federal and state regulations establish and govern the use of local advisory councils; however, it must be remembered that it is people, not laws, that make advisory councils effective.

THE NATIONAL ADVISORY COUNCIL ON VOCATIONAL EDUCATION (NACVE)

The National Advisory Council on Vocational Education was established under the Vocational Education Amendments of 1968 and continued under the Vocational Education Amendments of 1976. Its members, representing business, labor, education, various groups with special needs, and the general public, are appointed by the President. Its responsibilities are to advise the President, Congress, the Secretary of Health, Education and Welfare, the Commissioner of Education and the heads of other departments and agencies concerning the operation of Vocational Education and related programs, to make independent evaluations of such programs, and to issue reports on their findings and recommendations. There is cross-representation between the National Advisory Council and the National Commission for Manpower Policy, both of which are required to identify the vocational education, employment, and training needs of the nation, and assess the extent to which vocational education, employment, and training programs and other related programs represent a coordinated approach to meeting those needs.

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THE PENNSYLVANIA ADVISORY COUNCIL ON VOCATIONAL EDUCATION (PACVE)

The Pennsylvania Advisory Council on Vocational Education was also established under the 1968 Vocational Education Amendments and continued under the 1976 Vocational Education Amendments. It advises, assists, evaluates and makes reports on the development, implementation and operation of the State's vocational education programs. The Council, appointed by the Governor but federally funded, makes formal recommendations concerning Vocational Education to the State Board of Education. It must include representation from 20 population categories found within the educational community, public and private sectors, labor, and the general public. Some of its duties include advising the State Board on the State Plan, evaluating vocational programs and services, preparing an annual report, working with the State Manpower Services Council to identify employment and training needs, holding public meetings and *providing technical assistance as requested to local advisory councils.*

HOW PACVE CAN HELP

The Pennsylvania Advisory Council on Vocational Education is anxious to provide local advisory councils assistance in organizing and functioning. The Council prepared this handbook, How to Advise, as a special guide for local advisory councils, educators, vocational administrators and other persons who are interested in providing quality vocational education programs. Council also conducted two spring workshops on the Effective Development and Use of Local Advisory Councils during 1979. More workshops geared to the needs of local advisory council members are planned for the future.

Additional assistance is available to local advisory councils for the asking. PACVE members and staff can:

*Meet with or speak to a council when it is organizing, starting the year, or at any meeting. Organization, roles and activities of local advisory councils are a few topics that might be discussed.

*Attend a local advisory council meeting to establish contact or further advance communication and cooperation.

*Invite the chairman and/or other members of a council to public meetings and other special Vocational Education events.

*Suggest involvement of a local advisory council in planning and leading local public meetings and provide any assistance requested.

*Possibly conduct statewide or regional leadership training sessions for local advisory council chairmen and others, if such a session is requested by a number of local councils.

*Answer questions and offer resource material on vocational education problems, concerns and new legislation.

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TYPES OF LOCAL ADVISORY COUNCILS

While there is considerable variation concerning the types of local advisory councils and the names given to them, they usually fall into one of three main categories: those dealing with particular programs; those concerned with institutions or school districts on a broad, general basis; and those formed for temporary concerns or special projects.

CRAFT/LAY/PROGRAM/OCCUPATIONAL

These councils are organized to advise the instructors of a school, school district, or region on one specific vocational program (such as Bricklaying) or on all programs in an occupational cluster (such as the Construction Trades).

GENERAL/PROFESSIONAL

General advisory councils are organized to advise schools, school districts, or regions on the entire range of vocational programs. Professional advisory councils, usually

composed of educators and/or administrators, are organized to advise the administration concerning the educational program, operational details and policies of the school, school district or region.

STEERING/TEMPORARY/AD-HOC

These councils are organized to give advice and support in initiating and developing a new program, specific project or temporary concern.

For more detail on the roles of those councils as they are defined in Pennsylvania, see "State Board of Vocational Education Regulations, Standards and Guidelines Governing Local Advisory Councils" on pages 2 - 4.

ESTABLISHING LOCAL ADVISORY COUNCILS

The following principles are generally applicable to all types of local advisory councils.

APPROVAL

Before an advisory council is established, approval and a supportive attitude must be obtained from the school board and the administration of the school or schools concerned. Final approval and actual appointment of council members are accomplished by the Board of Education*. It is also its responsibility to specify the goals, purposes, functions and operating rules of the council and to recognize it as a legitimate and integral part of the vocational education program. The school board should issue a policy statement or charter regarding such matters, as well as establish methods of selecting members, replacing members and eliminating inactive members.

*In the case of an area vocational-technical school, this will be the Joint Operating Committee.

SIZE

The size of an advisory council is left to the appointing authority and is determined by the scope of the council's responsibilities. Consideration should be given to the size of the school and community, the number and size of the programs to be advised, the functions of the council and the number of groups that should be represented. The Council should not be so large as to be cumbersome nor so small as to be unrepresentative of major groups.

Councils, depending on whether they are craft or general, usually range from 5 - 18 members. Smaller councils tend to be more effective and functional than larger ones; however, a larger council can function well if officers and key committee chairmen are incorporated into an Executive Committee.

COMPOSITION AND BALANCE

The Vocational Education Amendments of 1976 state that each advisory council shall have at least one representative of business, industry and labor. Council membership should also represent a community cross-section in terms of sex, race, age, occupation, socio-economic status, geographical location and other locally appropriate factors. Representation should, in accordance with federal legislation, include women, minorities and the handicapped. A balance between "big business" and smaller industry also deserves consideration.

Remember that the general advisory council may have the same or different people as those who serve on the craft advisory councils, although by the nature of their functions, the composition must differ somewhat. Among those who should be considered for membership on various vocational advisory councils are:

*Representatives of business, industry, labor and management

*Employees and employers in the occupations involved

*Professional and technical people

*Parents, students, program completers and alumni

*Vocational instructors and counselors

*Interested specialists

*Prime sponsor (CETA) representatives

*Media persons

*Chamber of Commerce members

*Ex-officio: principals, deans, vocational directors

*Generalists as well as craftsmen

*Educators

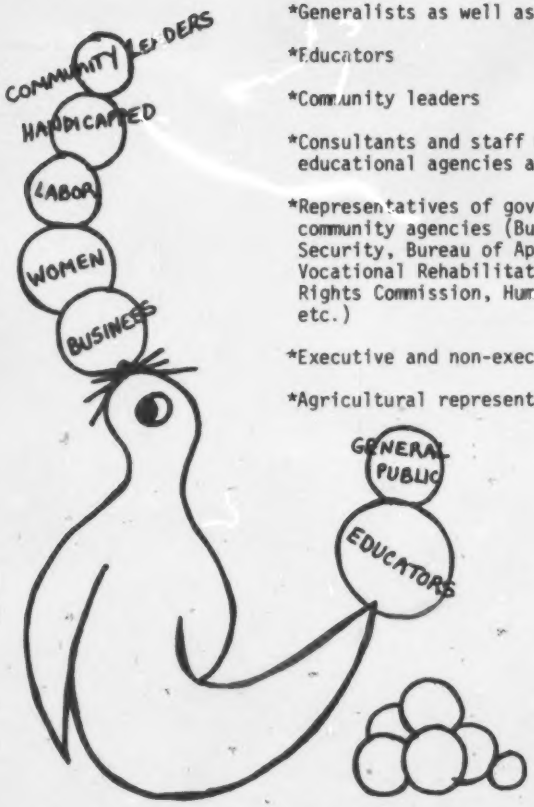
*Community leaders

*Consultants and staff members of other educational agencies and schools

*Representatives of governmental and community agencies (Bureau of Employment Security, Bureau of Apprenticeship Training, Vocational Rehabilitation Services, Civil Rights Commission, Human Relations Council, etc.)

*Executive and non-executive personnel

*Agricultural representatives



QUALIFICATIONS

The actual choice of council members is a difficult task but may determine whether or not the council will function effectively. Care should be taken to select informed and capable individuals--busy and productive people who enjoy responsibility. Their representing other organizations should be secondary to being effective members. In choosing the members it is important to keep two factors in mind: (1) the council provides advisory service for the school personnel and (2) they are in a position to do a selling job to the public concerning school programs.

Some important personal qualifications of council members are:

*Intelligence, social vision and leadership experience

*Interest and willingness to work in promoting the programs

*Good character and integrity

*Civic-mindedness and unselfish spirit

*Courage to express their ideas and defend their convictions

*Disinterested in own prestige or pet political ideas

*Experience in craft or occupation represented

*Available in terms of time, health and location

*Respect and tolerance for the views of others

*Good administrative/communicative skills

*Highly motivated and dedicated to the purposes and work of the council

TERMS

The suggested term of membership is three years; this way membership does not become burdensome to any one member, and other individuals who have expressed an interest in the educational program can have the opportunity to be involved in council. For the first year of council operation, appointments should be made for one- two- and three-year terms (usually determined by drawing lots). In succeeding years, members should be appointed for three-year terms; thus, each year some experienced council members will be retained to allow for continuity, and some new people and new ideas will be injected.

SELECTION

Council members are appointed by the Board of Education from a list of nominees usually presented by the administration. The names of good prospective members should be sought from teachers; coordinators; business, industry and community leaders; current advisory council members; parents and students; and the general public. Sometimes, a formal selection committee (composed of about five respected citizens and/or school representatives) is organized to secure the names of individuals and to interview and screen the potential council members.

Before official appointment, prospective members should be personally consulted in regard to their willingness and time to serve. They must be given a full understanding of the responsibilities and duties of the position. After selection, each member should be personally contacted and congratulated by the school representative he/she will be working with most often. An official appointment letter from the Board of Education should also be sent.

SAMPLE APPOINTMENT LETTER

(ON LETTERHEAD)

Date

Ms. Jane Doe
Foster Printing Company
906 Council Rd.
Advice, PA 00000

Dear Ms. Doe:

It is with great pleasure and appreciation that we welcome you as a member of the (school's name) General Advisory Council. Your appointment for a three-year term was approved at the (date) board meeting.

Your knowledge and expertise in industry and your interest in young people qualify you as a highly valuable member of this advisory team. We hope this association will be rewarding to you, as you help to develop some of the productive citizens of the future.

Our first meeting will be held at (time) on (date) at (place). At this meeting the purpose, objectives and functions of the council will be explained and various council activities will be discussed.

Thank you for your interest in Vocational Education and your willingness to serve its goals. We look forward to seeing you on (date of meeting).

Sincerely,

Chairman, Board of Education

COUNCIL ORIENTATION

PREPARATION

No later than 30 days after the council is appointed, the first meeting should be held. A notice of the date, time and place of the meeting, including a personal welcome and congratulations from the administrator, should be sent to all members. A well-planned agenda should be included, showing the time of adjournment. A packet of orientation resource materials should be prepared prior to the meeting as well. It can include anything that might help provide the new council members with a realistic base: council membership lists; school program descriptions and brochures; by-laws; past council recommendations; the school board's policy statement, and pertinent releases and publications of the local board, State Board, USOE, etc.

THE FIRST MEETING

The first (organizational) meeting is an opportunity to motivate the new council toward continued interest and support. It should be filled with information, purpose and hospitality. At this time it should be made clear to the members that their knowledge and experience are unique, and that nowhere else can schools or instructors obtain the help they can give.

In order to welcome the new council to the meeting, arrangements can be made to have students representing vocational student organizations serve as hosts and hostesses. Refreshments should be served; a luncheon or dinner may be planned, with service by vocational food service students if the meeting is held at the school. During this time, council members will have some informal time to become acquainted. A tour of the school's vocational facilities should be scheduled, either before or after the meeting.

Beginning promptly at the stated time is important. The school representative should act as temporary Chairman and appoint a temporary Secretary. The orientation agenda might include the following:

*Welcome by appropriate officials

*Introductions of all council members and guests

*Explanation of the functions, objectives and philosophy of Vocational Education

*Explanation of the concept of an advisory council and its activities, functions, objectives, responsibilities and limitations (This is usually best done by a consultant outside the local educational community who is well-versed in advisory council functions; he/she can talk more easily about legitimate council activities and those not considered to be legitimate council concerns.)

*Overview of current and upcoming Federal and State legislation on Vocational Education

*Brief explanation of the State Plans for Vocational Education

*Short presentation outlining the vocational programs of the school or schools to be advised

*Presentation of some of the current problems of vocational programs and suggestions for possible council activities

*Discussion of the election of a Chairman and other officers at the first regular meeting (Members willing to devote extra time and effort to this service can volunteer for consideration as Chairman; the council then can decide whether or not to nominate at this meeting.)

*Discussion of time, length and frequency of future meetings, setting the date for the first regular meeting, and tentatively for subsequent meetings

*Discussion of the methods of notifying members of meetings, calling special meetings, and developing agendas

*Adjournment at the stated time

After the meeting, the school representative should call the members of the council and thank them for attending, referring to the future work of the council.

ORGANIZING LOCAL ADVISORY COUNCILS

ROLE OF SCHOOL REPRESENTATIVE/EDUCATOR

Each advisory council should include an educator or school representative to provide information relevant to the school and point out problems that may be present in the system. (Vocational directors or superintendents usually serve in this capacity for general advisory councils and instructors for craft advisory councils.) This person serves as liaison and is not an official member of the council; he/she may be used as a non-voting Executive Director or Secretary, but never as the as the council's Chairman.

The educator has the responsibility of helping to inform and orient the council to Vocational Education functions, philosophy, and objectives: conducting the first meeting until a Chairman is elected; working closely with the Chairman on preparing and distributing agendas, minutes, reports and recommendations; making sure recommendations are considered by appropriate boards and staff; and serving as general consultant to the council.

Personal qualities of a good school representative are fairness, enthusiasm about serving, tact, community-mindedness, an understanding of advisory groups, and a working knowledge of the programs to be advised. The success of any advisory council will depend upon the school representative to guide and encourage the operation. However, he/she must take care never to dominate the council or its meetings.

USE OF CONSULTANTS

It is very difficult, if not impossible, for advisory councils to handle all problems brought to them. Therefore,

consultants from industry, business and various community organizations and agencies should be made available to the council to provide any specific help and information they may need.

OFFICER SELECTION

Council officers should be non-educators who are elected by the membership at the first regular meeting. The Chairman's leadership will, to a large extent, determine the effectiveness of the council. (A Vice-Chairman may be elected to assist the Chairman.) The Chairman is responsible for the following:

*Establish meeting dates and call council together

*Prepare the meeting agenda and assure each member receives a copy prior to the meeting

*Prepare background information and reports as necessary and call on consultants for advice on specific problems

*Preside at meetings

*Assign tasks and follow up on work

*Maintain necessary communication with members, school representatives and board

*Determine strategies for getting work done

*Appoint an Executive Committee (if council size warrants it) and special work committees

Personal qualifications necessary for an effective Chairman include:

*Ability to maintain calm, balance and order

*General leadership skills, especially as a discussion leader

*Ability to keep things moving at a reasonable speed in the right direction

*Solid knowledge of council functioning and possession of human relations skills

*A constructive approach with an appreciation for the contribution of others

*Ability to draw the best from everyone and involve all members in activities

The Secretary may be elected from the group, or the school representative may serve in this capacity. He/she is normally responsible to:

*Mail notices to council members (including agenda, special material for review, meeting date, time and place) well in advance of meetings

*Keep minutes of all meetings and distribute copies to regular and consulting members, the board president and the chief school administrator

The school should provide the clerical help for these and other council functions.

REGULAR MEETINGS

Need is the basis for determining the number of meetings each advisory council should hold; however, meeting two or three times a year is not enough to develop or maintain good programs through well-informed advice. To be effective a council must be active and aware. It must meet regularly and call special meetings (at the request of school authorities, the council Chairman, or any three council members) when problems arise.

Success of meetings is dependent on several factors: pre-planning, structure, style, interaction, comfort, accomplishment and a leadership that encourages smooth operation. Productive meetings are the result of:

*Taking care of pre-planning items well in advance: meeting dates, time, place and agenda; contacts, reminders and notices; refreshment arrangements and reserved parking; information and data to support agenda items; hand-out materials; audio-visual equipment; and the goals of the meeting

*Organizing meetings around an agenda of pertinent and timely items conducive to the group's purposes and goals

*Including refreshments and some informal time

*Starting and stopping as scheduled (Set a time limit and require council agreement on any extension for a particular purpose.)

*Scheduling meetings at convenient times and in comfortable surroundings (preferably at the building where the training programs are being conducted)

*Presenting current problems for discussion and action by members

*Making decisions by consensus whenever possible

*Recording minutes and promptly mailing them to members

*Planning a long-range program of work, with the priority areas specified

*Making assignments clear and specific

*Showing strong interest in everybody's attendance (Follow up absences with personal contact to show concern; people are more apt to attend if they think someone cared whether they were there or not.)

SUGGESTIONS ON ORGANIZATIONAL STRUCTURES

The organizational structure of a general advisory council should be a vehicle which will facilitate accomplishment of its prime function -- to advise the board and administration concerning the general philosophy, objectives and program needs of the school. The size of the community, the scope of vocational education offerings and the diversity of employment in the community will naturally have a bearing on the structure, and the structure may be periodically modified to enhance the value of the council. Flexible structuring is the key to organizing an advisory council that will carry out its functions in a timely, proficient manner.

The council might use an Executive Committee approach which encourages decentralized and concentrated effort through several committees, but which integrates the activities of each so that a well-developed, cohesive plan--ready for serious consideration, possible adoption and commitment of funds--can be presented for serious consideration.

A sample organization chart for a general advisory council is given on page 19. It is, however, only a sample, and each advisory council must adapt such a structure to the particular needs of its council. A council's Executive Committee

(usually consisting of the Chairman, Vice-Chairman, Secretary and Committee Chairmen) is the key council working unit. The number and kinds of committees will, obviously, vary according to the aims and priorities of each council.

Some *suggested* committees might be:

*Special Projects Committee: Chaired by the council's Vice-Chairman and consisting of a diversified group of members, this committee would be given special projects as they arise. Such projects might be developing by-laws, developing a five-year vocational plan for the school, or preparing council's annual report.

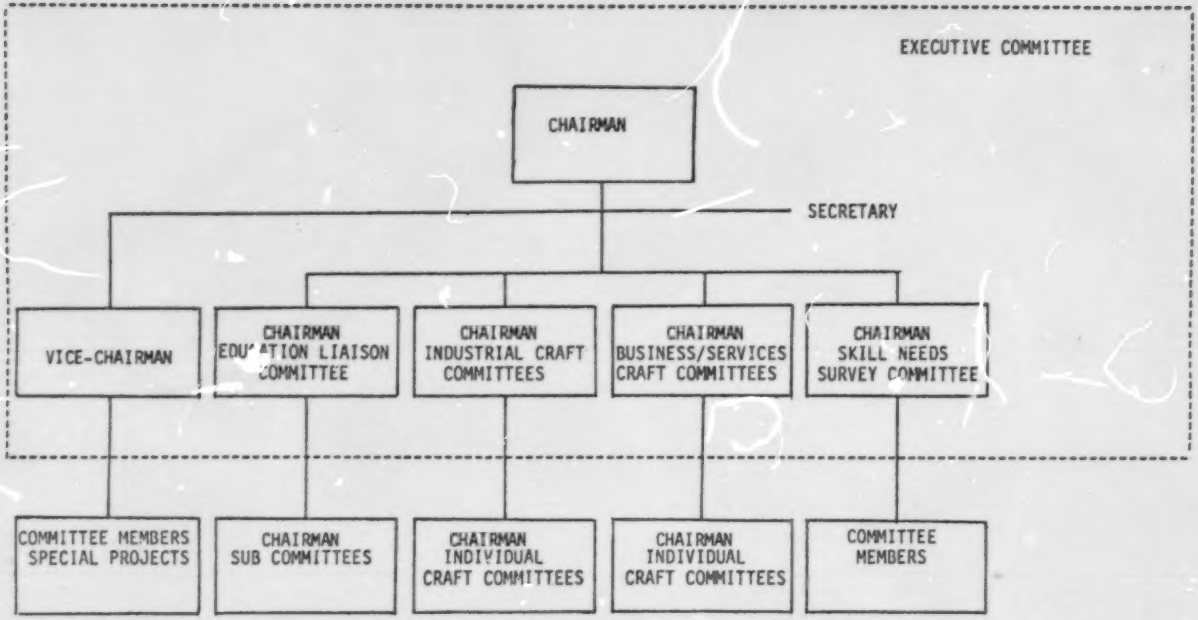
*Education Liaison Committee: Made up of members from the educational field, this committee's prime responsibility would be to increase understanding and opportunities associated with Vocational Education. They would maintain communication with administrators, guidance counselors, teachers, parents, students, community organizations, etc. They would utilize a variety of media in their public relations role. Examples of activities they might conduct include sponsoring counselor awareness and teacher in-service programs, developing special Vocational Education films, organizing Vocational Education exhibits, etc.

*Industrial Craft and Business/Services Committees: These committees would be actively engaged in evaluating the individual shop programs by reviewing equipment, curricula and program needs. These two committees allow for representation of the craft or lay advisory councils to the general advisory council. The division of vocational programs into these two categories (Industrial Craft and Business/Services) is arbitrary; a particular council may opt for only one committee dealing with individual programs or may wish to expand them to three, with a separate committee for an area such as the Health Services.

*Skill Needs Survey Committee: This committee would be responsible to project the area's employment requirements and needs and to identify anticipated new skills.

Other committees should be added as needed or warranted by the particular school or area. Committees dealing with construction, additions, or satellite operations are some such possibilities.

SAMPLE GENERAL ADVISORY COUNCIL STRUCTURE



(CRAFT COMMITTEES LINKED TO GENERAL ADVISORY COUNCIL BY MEMBERSHIP OF CHAIRMEN)

Written rules, policies and procedures should be developed locally by each advisory council and should include only those provisions necessary for efficient council operation.

SAMPLE GENERAL ADVISORY COUNCIL BY-LAWS

I. NAME

The name of this organization shall be _____ General Advisory Council on Vocational-Technical Education.

II. PURPOSE AND AUTHORIZATION

The purpose of the Council shall be to advise the Board of Education and School Administrators of the _____ School concerning vocational, technical, occupational and adult vocational education in the _____ _____ Schools. The Advisory Council is authorized under Section #1842 of the School Laws of Pennsylvania to perform this function.

III. ORGANIZATION

A. The Council shall consist of a sufficient number of members to provide a cross section of business and industry in the _____ labor market. The maximum number will be _____; the minimum number will be _____.

B. Appointments shall be for three years. Appointments shall be staggered so that approximately one-third of the members' terms expire each year. At the time of initial organization, terms shall be determined by drawing lots among the members. Members may succeed themselves. The term of a new council member shall begin on (date).

C. The Council shall have the following officers:

Chairman--Shall preside at meetings, serve as Chairman of the Executive Committee, direct external relations and legislative activities, and appoint standing and special committees as the need arises.

Vice-Chairman--Shall preside in the absence of the Chairman, direct Council program planning, chair the annual report committee, and assist the Chairman as requested.

Secretary--Shall direct the recording of the minutes of the meeting and the transmittal of all reports and recommendations, keep attendance records of members and maintain a permanent record file of advisory council activities. The Secretary shall have the assistance of the school staff and the use of school facilities in performing these functions.

D. The Executive Committee shall consist of the officers plus the chairmen of any established committees. Committees shall consist of the following:

_____

_____

_____

_____

_____

E. Officers shall be elected by the members biennially. Other members of the Executive Committee shall be appointed annually by the officers. A replacement for a resigned or deceased officer shall be elected at the next regular meeting of the Council.

IV. MEETINGS

A. The Advisory Council shall meet a minimum of _____ times per year. The Executive Committee shall meet a minimum of _____ times per year.

B. Meetings may be called or cancelled by the Chairman.

C. Written notices of Council meetings shall be mailed to all members at least _____ days prior to the meeting by the Council Secretary.

D. Each meeting will begin at the announced time and will continue for no more than _____ hours unless a majority of the members vote to continue a particular meeting for longer.

E. Members who fail to attend _____ consecutive meetings automatically shall lose their membership unless they present reasons for their absences acceptable to the Executive Committee.

V. CRAFT ADVISORY COUNCILS

Each vocational-technical program should have a Craft Advisory Council composed of persons with expertise in that occupational field. The Chairmen of these Craft Advisory Councils shall also form the subcommittees of the General Advisory Council that address specific occupational concerns.

VI. REPORTING AND DISSEMINATION

Minutes, reports and recommendations shall be forwarded to the _____ Board of Education. All press releases should be cleared through a designee of the Board of Education.

VII. WORKING RULES

The Council shall establish a set of working rules to govern operations. Items to be included are committee structure, meeting arrangements, annual priorities for Council work and organizational details.

VIII. QUORUM

A simple majority of the members present shall constitute a quorum.

IX. RULES OF ORDER

Robert's Rules of Order shall be followed.

X. FUNDING

Expenditures of the Council will be the responsibility of the local school system.

XI. AMENDMENTS

By-Laws may be amended by a two-thirds vote of Council provided the following conditions have been met:

A. The proposed amendment shall have been proposed by the Executive Committee and distributed to each Council member _____ days prior to the time of voting.

B. Approval of the _____ School Board of Education.

C. The Pennsylvania Advisory Council should be notified in writing of By-Law changes.

ROLES THAT ADVISORY COUNCILS CAN PLAY

I. ADVISORY

A. Make recommendations and commendations on policies and programs
B. Survey community needs, identify labor market trends and manpower demands, and point out needs for further Vocational Education research
C. Provide realistic advice on curricula, construction, materials, equipment, and training policies to help keep pace with change and ensure that what is taught is relevant to what is needed on the job
D. Supply information on jobs, careers and career advancement
E. Help determine needed teacher attributes or characteristics
F. Aid in developing student selection criteria
G. Assist in evaluation of Vocational Education program training
H. Review facilities, equipment and teaching materials

II. SUPPORTIVE

A. Contribute ideas and resources to the school
B. Help develop those characteristics in students that are needed to do a job well
C. Work on developing the student placement program and help place students in jobs
D. Support student organizations
E. Help students through supporting scholarships
F. Provide re-training opportunities for teachers
G. Provide or loan skilled craftsmen to supplement the teacher
H. Supply equipment to the school

III. ADVOCATE

A. Coordinate educational programs with other related programs in the community
B. Act as a liaison to other sectors of the community (school boards, etc.) to build support for Vocational Education
C. Aid in building the prestige and respect of the entire program of Occupational Education
D. Interpret Vocational Education programs to the community through public information activities
E. Work to see that recommendations are implemented whenever possible
F. Sell Vocational Education to the community

IV. POLITICAL

A. Discuss Vocational Education concerns with legislators, school board members, superintendents, etc.
B. Help improve the lines of communication between educators and other government leaders
C. Support Vocational Education appropriation requests and legislation--local, state and national

ACTIVITIES THAT ADVISORY COUNCILS CAN CONDUCT TO IMPROVE THE CONDITION OF VOCATIONAL EDUCATION

I. STUDENT SERVICES

A. Encourage young people and their parents to consider Vocational Education through speeches at school assemblies, youth club meetings, career day meetings, civic clubs, etc.
B. Provide information concerning desirable attitudes, aptitudes and educational background which applicants for entry-level jobs should possess
C. Help to arrange plant tours and field trips for students, teachers and counselors to assist in the orientation to the work-a-day world
D. Assist in surveying local manpower needs
E. Place students in part-time work during the school year or summer vacations
F. Place school graduates in jobs
G. Help to arrange for cooperative education work stations
H. Hold awards banquets and support scholarships to honor outstanding students
I. Counsel student organizations, suggest methods of fund-raising, attend conferences and competitions, and act as judges

II. TEACHER ASSISTANCE

A. Conduct clinics and in-service training programs to help teachers keep up-to-date with new materials and procedures
B. Recommend or serve as substitute or resource instructors from industry to assist regular teachers
C. Provide awards and prizes to outstanding teachers
D. Arrange summer employment for teachers
E. Help teachers financially with industrial organization membership dues and conference registration fees

III. INSTRUCTIONAL PROGRAM

A. Assist in preparation and review of budget requests for laboratory/shop equipment and supplies
B. Evaluate physical conditions, adequacy of equipment and laboratory/shop lay-out
C. Assist in development and review of course content to assure its relevancy to industry
D. Assist in establishing standards of proficiency to be met by students
E. Assist in developing school policy toward and helping to find "live jobs" to be produced by students so that they may have true-to-life experiences in a good educational program
F. Provide sample kits of raw materials, finished products, charts, posters, etc., for exhibit and instructional purposes in classrooms and laboratories/shops
G. Help to obtain equipment on loan, as gifts or at special prices
H. Review texts and resource materials
I. Review annual and long-range plans for Vocational Education

IV. PUBLIC RELATIONS

A. Provide speakers to address trade and civic groups concerning the value and functions of Vocational Education
B. Provide stories to local news media concerning school programs
C. Advise employees and their families of school programs in Vocational Education through bulletin boards, company publications, enclosures in pay envelopes, etc.
D. "Sell" Vocational Education through contacts with friends, business acquaintances and clubs
E. Become thoroughly acquainted with the Vocational Education program: its objectives, its problems, its successes; know the story and tell it whenever you get the chance
F. Obtain public service time on radio and television
G. Distribute minutes of council meetings to school board members, teachers, administrators and other interested persons
H. Publish an annual report
I. Invite school board members to your meetings and attend board sessions

J. Hold advertised public hearings
K. Participate in special educational events and meetings
L. Coordinate Vocational Education with special community events
M. Help prepare and suggest distribution of informational brochures about jobs and job opportunities in relation to Vocational Education programs
N. Aid in preparing and contribute to special Vocational Education exhibits
O. Provide information on needs and effects of programs to other local advisory councils and to the State Advisory Council on Vocational Education
P. Attend meetings in support of vocational education programs which may be called by local or state school officials, boards and legislative groups

PROGRAM EVALUATION

Evaluation is one of the most important advisory council functions, especially for craft advisory councils and committees. It makes possible the development of sound council recommendations for the program(s) being advised. When evaluating, remember that Vocational Education should enable people to prepare for initial employment or add to their capabilities. It should serve as the link between individuals and the world of work.

QUESTIONS TO ANSWER AND AREAS TO EVALUATE

1. Are the Vocational Education programs specific and selective?

   *Objectives are well-defined to meet the purpose of the school and the needs of the students and the community.

   *Training is directly related to employment; skills learned are skills needed to meet occupational requirements.

   *Job competency is developed.

   *Completion of training is a definite step toward meeting the students' occupational objectives.

2. Are job opportunities available?

   *Programs are periodically reevaluated to determine if a need still exists for such programs.

3. Do the programs develop all of the skills and abilities needed?

*Technical knowledge and skills

*Manipulative skills

*Work habits

*Communication skills

*Human relations skills

4. Do the programs have effective placement and follow-up services? Who is employing the completers? Can they get and hold a job?

*School has sufficient staff with definite placement and follow-up assignments.

*Curriculum in each program includes activities to help students get and keep employment.

*Placement information is available to all students.

*Students who need part-time work to stay in school get assistance in finding it.

*Completers meet licensing requirements.

*A high percentage of completing students are placed in the occupation for which they trained.

*School keeps good follow-up records.

*School has information on employers' view of the effectiveness of their on-the-job completers.

*Follow-up information is used to make improvements.

*There is effective coordination with the Bureau of Employment Security.

5. Is Vocational Education available to all those who need and desire it?

6. Are the programs offered to fill labor market needs?

*Research for need and evaluation for quality of programs is continuous.

*Recommendations are implemented.

7. Does the curriculum fit the occupation's requirements and is it current and flexible?

*Range of offerings serves entry level and more advanced students; course sequence is good.

*Programs are developed with the advice of professionals.

8. What methods are used to obtain job performance standards?

9. Is hands-on experience the basis of learning?

*Instruction is given under realistic conditions; individualized instruction is available to all students when appropriate or needed.

10. Are facilities and equipment comparable to those found in the occupation?

*Location is convenient; handicapped are accommodated.

*Size of buildings and classrooms is adequate; equipment and tools are sufficient.

*Program is operated at reasonable cost with properly equipped shops and labs; proper safety instruction is provided.

11. How are students evaluated?

12. Do the time and length of classes fit student needs?

13. Are instructors competent and experienced in the occupation taught?

*Enough instructors are available; faculty updates its skills.

14. Is the administration effective, knowledgeable and committed to achieve the objectives of Vocational Education?

15. Are vigorous efforts made to inform and recruit Junior and Senior high students, out-of-school youth, adults, and special needs groups for Vocational Education?

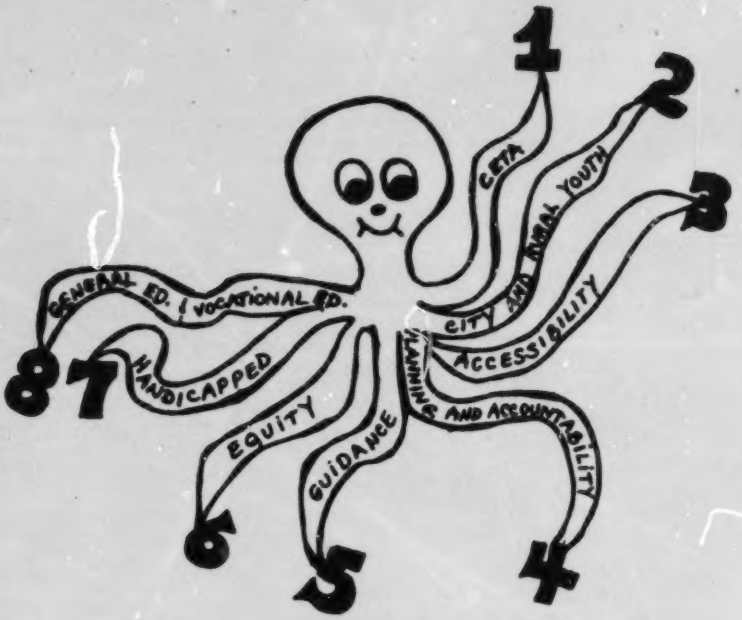
16. Do counselors have access to current job information?

*Students are provided with necessary information to make occupational choices and are encouraged to enter Vocational Education Programs.

*Counselors attend advisory council meetings.

17. Are student activities and organizations an integral part of the educational experience?

18. Are adequate reference materials and learning resources available?



NATIONAL PRIORITIES

Every local advisory council should be aware of the national priorities for Vocational Education as pointed out by the Bureau of Occupational and Adult Education, U. S. Office of Education:

1. To establish a positive connection between CETA programs and vocational education programs.
2. To expand and improve vocational education programs for youth in inner cities and rural isolated areas.
3. To increase accessibility to vocational education programs.
4. To extend and improve planning, accountability, and data systems for vocational education programs.
5. To provide effective guidance for vocations.
6. To increase vocational equity for all.
7. To improve vocational education programs for handicapped and disadvantaged learners.
8. To improve relationships between general education and vocational education.

RECOMMENDATIONS

Developing and making recommendations is one of council's most important functions. Council's recommendations, based on research, evaluation, and analysis, are important because they aim at putting action into the linkage between school and work that its unique knowledge provides. Recommendations and advice by councils should be prepared and submitted in writing to the appropriate persons or boards, thereby reducing the chance of misinterpretation. They may also be included in a brief annual report prepared by the council. All recommendations and advice should represent the viewpoint of the majority of the council.

After a council has gathered information, evaluated and recommended, it is usually anxious for implementation. However, councils must always remember that their role is advisory, not administrative or legislative. It cannot be expected that all recommendations will or should be accepted and followed; implementation of council's ideas and recommendations are never guaranteed.

Council members should make sure the school representative notifies them when their recommendations have been acted upon. If the action is affirmative, ask for a report on their adoption and the plans for making them effective. If the official action is negative, request a report on that decision and why it was made. When measurable results on adopted recommendations are available, council will want to know the outcomes. It should not be impatient, allowing enough time for meaningful results. Those results should then be included in its annual report.

Despite any problems or conflicts that may occur in the process of council's work, schools and school representatives are aware of the unique contributions council members can make and are prepared to receive them. They may not be as eager as council to adopt the recommendations, but they invited council to advise and expect it to do so. Because council members represent the business and industrial community (the "consumers" of Vocational Education's "products") and are considered expert in their judgments, they will usually have a lot of power and their recommendations will carry considerable weight.

To accomplish the action needed for improved vocational programs, cooperation is necessary between the advisory council, the school board and the administration. Council should never disseminate ideas or recommendations to the media or the public without first discussing them with the school representative and/or the school board.

TREATMENT AND RECOGNITION

Most council members will continue to serve if their experience and talents are utilized and if their recommendations, if not accepted and implemented, are at least seriously considered by the board. The council members serve without pay, but the rewards are substantial for persons who are dedicated to their occupations and interested in helping others. A great deal of self-satisfaction can be derived from helping young people successfully enter the world of work through the sharing of one's own experience and abilities.

Advisory councils deserve both appreciation and recognition for their voluntary participation and achievements. Opportunities and ways in which they may be recognized by school or other Vocational Education officials include:

*Giving public recognition to the members--at public meetings and school functions, through press releases, through personal letters of appreciation and special certificates, and through listing the members on advisory council stationery and publications

*Recording minutes to include members' significant comments along with their names

*Inviting members to school functions and special Vocational Education events

*Providing members with materials and publications to review and specific tasks to complete

*Making council feel that their suggestions are being taken seriously

*Posting the names of council members prominently in the institution

*Providing certificates, plaques, etc., upon completion of members' terms at an end-of-the-year banquet

SOME DO'S AND DO NOT'S FOR AN EFFECTIVE COUNCIL

FOR SCHOOL REPRESENTATIVES

1. Do invite council members to visit classrooms in action.
2. Do not underestimate the intelligence of council members or their interest in educational matters.
3. Do respect council members' limited time; they are busy people.
4. Do not hesitate to take your problems to advisory councils.
5. Do ask council to report periodically to the school board.
6. Do not ignore council recommendations or exhibit a complacent attitude in relationship to the council.
7. Do share professional publications and conferences with council members.
8. Do not ask council for advice or approval after the fact.
9. Do give council a follow-up on all advice and recommendations.
10. Do not alienate those members with unpopular opinions.
11. Do be honest and candid.
12. Do not have "secret" agendas.
13. Do make meetings worthwhile by discussing real problems and situations.
14. Do give adequate "visibility" to the group and develop an attitude of "the work we do together."

FOR COUNCIL MEMBERS

1. Do allow yourself enough time in your work and personal schedule for council activities.
2. Do not complain, criticize irresponsibly, involve personalities, or use pressure tactics.
3. Do attend meetings regularly and let your colleagues on the job know about council activities.
4. Do not set too broad a scope of objectives for the council.
5. Do remember that the only local body with authority for the schools is the elected school board.

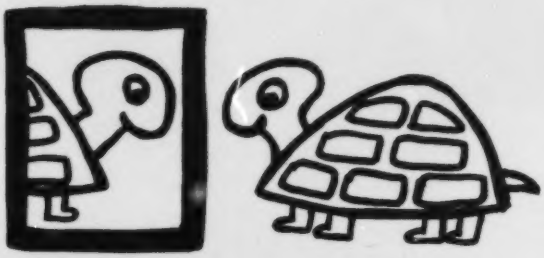
6. Do not lose interest in the schools when your term on council has expired.

7. Do familiarize yourself with the way schools are organized, governed and financed so your advice is valid.

8. Do not deal with non-educational concerns or partisan political issues, or use privileged information for your own benefit or profit.

9. Do be enthusiastic about serving and take pride in your accomplishments.

10. Do not meet for the sake of meeting.



COUNCIL SELF-EVALUATION

A council sometimes tends to become stagnant after its first year of operation. Original enthusiasm may turn to complacency or boredom, and the group may begin to turn inward. New ideas may be resisted and the council's potential for maximum effectiveness may be dimmed. In order to prevent this from happening, self-evaluation should be a continuing part of the council process.

After completing its annual report (which should provide an overview of council's activities and include recommendations to the board regarding vocational education programs), council should look again at its past year of operation. When evaluating its work, council should keep in mind the goal of helping to develop human resources for valuable work and citizenship. It should decide in what ways it can advise more effectively and what activities ought to be expanded or eliminated in the future. Those activities and functions that produced the most positive results are the ones council should plan to stress in upcoming years.

The roles and activities listed on pages 23 - 26 might be used as a "checklist" when evaluating council's accomplishments. Establishing and reassessing realistic goals from time to time is one of council's most important functions. It helps to ensure that council and Vocational Education will have an active and productive future.